

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Ryhope Infant School Academy
Pupils in school	128
Proportion of disadvantaged pupils	37.5% (48 pupils)
Pupil premium allocation this academic year	£71,560
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	November 2021
Statement authorised by	Tammy Allen
Pupil premium lead	Tammy Allen
Governor lead	Holly Hays

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA due to pandemic
Writing	NA due to pandemic
Maths	NA due to pandemic

## Strategy aims for disadvantaged pupils

Complicating Factors	
1	School has a lower % of PP pupils than the Juniors even though we share a lot of families. Smaller numbers of Pupil Premium pupils means value for money is paramount.
2	A high proportion of PP children are persistently late or absent, resulting in significant missed learning time. A complicating factor to add to this is the fact that a large proportion of these children live over 2 miles from the school.
3	As an Infant School we provide Universal Infant Free School Meals (UIFSM) for all children therefore parents do not see the benefit of completing the paperwork for receiving the Pupil Premium Funding until the children are in the Junior School.

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure that high-quality interventions are implemented and that these are effectively monitored for impact.
Priority 2	Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate. To take this into consideration when specific intervention and support is planned for.
Priority 3	Work with families to understand the importance of receiving the PP funding when their children start school so that the funding can be used effectively to support their children whilst they are at the Infant School
Barriers to learning these priorities address	<p>Targeting specific needs of vulnerable children through small group intervention which primarily focuses on phonics, maths and writing as well as intervention groups focusing on the social, emotional and mental health of children.</p> <p>Family Liaison Officer (FLO) to address specific reasons for lateness and absence by working with children, parents and external agencies to provide as much support as possible to improve the lateness and attendance for specific children. To work on the aim that children are attending school on time as much as possible, not missing key learning within their classroom and not missing specific interventions organised to target their individual needs.</p> <p>Family Liaison Officer (FLO) to work with parents/carers to provide key information to enable them to understand the benefits of children receiving the Pupil Premium funding whilst they are at the Infant School so that the school can put this money to use to specifically support their children whilst they are with us.</p>
Projected spending	£32,000

## Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Reading	Achieve at least national average progress scores in KS1 Reading	July 2021
Writing	Achieve at least national average progress scores in KS1 Writing	July 2021
Mathematics	Achieve at least national average progress scores in KS1 Maths	July 2021
Phonics	Achieve at least national average progress scores in Y1 Phonics	July 2021
EYFS GLD	Achieve at least national average meeting the Early Learning Goal	July 2021
Other	Improve attendance and punctuality of disadvantaged pupils to LA average	July 2021

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure all relevant staff (including new staff) have received training and support to deliver the phonics and reading scheme effectively
Priority 2	Purchase and implement new Reading Scheme and work with the English Hub to embed effective phonics practice across all year groups
Barriers to learning these priorities address	Ensuring staff use an evidence-based whole class teaching scheme for high quality reading and phonics To target the gap between historical phonics screening check results and the school's reading results
Projected spending	£7000

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Ensure TA's effectively implements interventions that target the social, emotional and mental wellbeing of disadvantaged children
Priority 2	Establish small group Phonics interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Targeting children's prime areas of learning: personal, social and emotional development, communication and language and physical development so that they can effectively access the learning environment alongside their peers.  Target the gap between PP children and their peers in Phonics
Projected spending	£27,500

### Wider strategies for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Increase the rate of attendance for those eligible for the grant. Family Liaison Officer (FLO) providing support to specific families in targeting their attendance and punctuality.
Priority 2	Family Liaison Officer (FLO) to support families with social, emotional and mental needs.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils. Targeting the needs of specific families, providing additional social and emotional support. Targeting the ongoing issue with persistent absences and persistent lates by providing support to these families to improve their child's personal attendance and punctuality records.
Projected spending	£4500

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>More regular use of assessment to enable staff to identify pupils not making progress sooner and put appropriate interventions in place. This links to the new tracking system. More focused CPD. All staff now have a clear understanding who their PP pupils are which allows for more targeted questioning and immediate support. DHT now the lead on interventions and supporting staff to ensure the appropriate pupils are identified and they have regular access to specific interventions to address gaps in their learning.</p>	<p>Progress review meetings with team leader and HT. Monitoring timetable in place including lesson obs and work scrutiny. Ensure that assessment is accurate and appropriate.</p>
Targeted support	<p>Ensuring enough time and support for English Lead to ensure staff are effectively implementing small groups in Phonics</p>	<p>English Lead to work closely English Hub to upskill teachers in planning and preparing their phonics intervention so that it is specifically tailored for the children within that group. Teachers to take ownership of assessing and monitoring the phonics progress of these children and feeding this back to the English Lead who can, in turn, monitor the effectiveness of the intervention.</p>
Wider strategies	<p>Engaging the families facing most challenges</p>	<p>Monitored by Family Liaison Officer/DDSL. Parents informed regularly of any attendance concerns. Meetings held with parents, support offered. Work with outside agencies.</p>

## Overview of expenditure estimate

Due to the Covid-19 Pandemic an increased amount of support has been provided by the Family Liaison Officer to support the health, wellbeing and engagement in the school's curriculum included in the priorities costing.

<b>Expenditure</b>	<b>Indicative allocation</b>
Priorities	£71,000
Curriculum SLA's	£537
Ed psych allocation	£1436
Safeguarding SLA	£375
Behaviour SLA	£470
FSM SLA	£345
Music tuition	£810
Data and assessment SLA	£340
General equipment and materials	£650
Rewards	£190
<b>Total Expenditure</b> Sept 2020 - July 2021	£76,153

